

TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION	
Dyslexia Reporting Procedures	1003

The purpose of this document is to provide procedural information regarding the identification and reporting of students with characteristics of dyslexia. These procedures cover the following:

- [Identification of Students with Characteristics of Dyslexia](#)
- [State Reporting](#)
- [Forms and Appendices](#)

Identification of Students with Characteristics of Dyslexia

The “Say Dyslexia” law¹ requires local education agencies (LEA) to implement dyslexia screening procedures to identify and provide intervention to students with characteristics of dyslexia.

Authorized charter schools shall identify characteristics of dyslexia through the universal screening process required by the existing RTI² framework. The universal screening shall include:

- Phonological and phonemic awareness;
- Sound symbol recognition;
- Alphabet knowledge;
- Decoding skills;
- Rapid naming; and
- Encoding skills.

Dyslexia screening may also be requested for any student by the student's parent or guardian, teacher, counselor, or school psychologist.

Following the implementation of universal screening, schools shall convene a problem-solving team to analyze screening and progress monitoring data, and to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students, including those students who exhibit the characteristics of dyslexia. Guidance may include suggestions of appropriate tiered interventions, dyslexia-specific interventions, academic accommodations as appropriate, and access to assistive technology.

If the dyslexia screening conducted by the school indicates that a student has characteristics of dyslexia, the school shall:

- 1) Notify the student's parent or legal guardian;
- 2) Provide the student's parent or legal guardian with information and resource material regarding dyslexia;
- 3) Provide the student with appropriate tiered dyslexia-specific intervention through its RTI² framework;
- 4) Monitor the student's progress using a tool designed to measure the effectiveness of the intervention; and

¹ T.C.A. § 49-1-229

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- 5) Provide the student's parent or legal guardians with a report on the student's progress at least every 4.5 weeks.

State Reporting

Schools shall assign the DYS01 classification in the student information system (SIS) for any student receiving dyslexia-specific interventions. The classification shall be assigned for the length of the school year in which the student receives the dyslexia-specific intervention.

Forms and Appendices

The following forms are a sample template and required resources for Commission authorized charter schools to use when serving students with characteristics of dyslexia. The forms are based on those developed by the Tennessee Department of Education and can be found along with additional dyslexia guidance in the [TDOE Dyslexia Resource Guide](#).

- [Sample Parent Letter](#) – *template*
- [Example Parent Information Resources](#) – *required*

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Sample Parent Letter
(Template)

[Date]

Dear Parent/Guardian of _____,

Our team at [school name] is committed to identifying and addressing the needs of each individual student to understand and maximize their potential. All students are given reading, math, and writing screenings throughout the school year.

These screenings are part of RTI2, Response to Instruction and Intervention, which is a tiered instruction program used for all students. This multi-tier approach allows us to efficiently address the educational needs of students who may require additional support and/or other types of instruction.

All students receive core reading, math, and writing instruction in the general education classroom (RTI2 Tier I), which provides rich learning opportunities aligned with the Tennessee academic standards. In addition to Tier I instruction, students whose screenings show the need for more assistance will receive the intervention in RTI2 Tier II or Tier III. Generally, this means small group instruction focused on the area in which the student is struggling.

Sometimes difficulties in reading can be attributed to characteristics that are associated with dyslexia. Based on performance within [school name]'s universal screening process, your child has been identified with difficulties in reading in the following areas:

- ☐ Phonological awareness: a broad category comprising a range of understandings related to the sounds of words and word parts
- ☐ Phonemic awareness: the ability to notice, think about, and work with the individual sounds in spoken words
- ☐ Alphabet knowledge: understanding that letters represent sounds which form words
- ☐ Sound/Symbol recognition: understanding that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (the letters that represent those sounds)
- ☐ Decoding skills: using knowledge of letters and sounds to recognize and analyze a printed word to connect it to the spoken word it represents (also referred to as "word attack skills")
- ☐ Encoding skills: translating speech into writing (spelling)
- ☐ Rapid naming: ability to connect visual and verbal information by giving the appropriate names to common objects, colors, letters, and digits (quickly naming what is seen)

When students struggle with any of these reading areas, dyslexia-specific interventions may be effective to address the skill deficit. Students requiring intervention in these areas do not necessarily have dyslexia but could benefit from this type of instructional support. Recommendations for accommodations, interventions, and specific programs will be developed, monitored, and communicated with you through our school's problem-solving teams.

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Reports on your child’s progress will be sent to you at least every four and a half weeks.

We are committed to your child’s academic success and are glad to have the opportunity to provide your child with the necessary instruction and supports. For more information about characteristics of dyslexia, testing, classroom accommodations, and resources, please visit the Dyslexia Resource Guide at [\[insert link\]](#) or request a printed copy. To request a copy or if you have questions, please contact [\[name\]](#) at [\[phone and email\]](#).

To learn more about RTI2, please contact STEP’s Parent Training and Information Center for workshops and/or training materials at www.tnstep.org or call 800-280-7837.

Adapted from materials from the [TDOE Dyslexia Resource Guide](#)

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Example Parent Information Resources
(Required)

Commission authorized charter schools are required to provide parents with dyslexia-specific resources. The following are examples of parent friendly resource documents:

- IDA Dyslexia Basics:
 - <https://dyslexiaida.org/dyslexia-basics/>
 - <https://app.box.com/s/zflmi0e4a6xit7tey3i9pw8nrmezftaw> (in Spanish)
- Kids Health Factsheet:
 - <http://kidshealth.org/en/parents/dyslexia-factsheet.html>
- Understanding Dyslexia: (NCLD)
 - <https://www.understood.org/en/learning-attention-issues/child-learningdisabilities/dyslexia/understanding-dyslexia#item0>